



***At Churchwood Everyone Can***

<b>Year: 2</b>	<b>Term: 2</b>
<b>Topic Name: FIRE!</b>	
<b>Subject / Topic Focus: History (the Great Fire of London)</b>	

**Wow starter –  
A visit from the  
Rainbow Theatre  
Company**

**Grand finale**  
**Art Exhibition of 'burning' houses from  
the Great Fire of London**

***Hot Seat an eye witness from the Great Fire  
of London***

**Everyone Can Curriculum Coverage**

<b>Subject</b>	<b>Topic</b>	<b>Coverage</b>
<b>Science</b>	<b>Materials</b>	<p><b><u>To work scientifically:</u></b></p> <ul style="list-style-type: none"><li>• Ask simple questions.</li><li>• Identify and classify.</li><li>• Use observations and ideas to suggest answers to questions.</li></ul> <p><b><u>To investigate materials</u></b></p> <ul style="list-style-type: none"><li>• Distinguish between an object and the material from which it is made.</li><li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li><li>• Describe the simple physical properties of a variety of everyday materials.</li><li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li><li>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li><li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses.</li></ul> <p><b>Individual liberty</b> <b>Mutual respect</b></p>

<b>History</b>	<b>The Great Fire of London</b>	<p><b><u>To investigate and interpret the past</u></b></p> <ul style="list-style-type: none"> <li>• <b>Observe or handle evidence to ask questions and find answers to questions about the past.</b></li> <li>• <b>Ask questions such as: What was it like for people? What happened? How long ago?</b></li> <li>• <b>Use artefacts, pictures, stories, online sources and databases to find out about the past.</b></li> </ul> <p><b><u>To understand chronology</u></b></p> <ul style="list-style-type: none"> <li>• <b>Place events and artefacts in order on a time line.</b></li> <li>• <b>Use dates where appropriate.</b></li> </ul> <p><b><u>To communicate historically</u></b></p> <ul style="list-style-type: none"> <li>• <b>Show an understanding of the concept of nation and a nation's history.</b></li> <li>• <b>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</b></li> </ul> <p><b>Democracy</b>  <b>Rule of law</b>  <b>Individual liberty</b>  <b>Mutual respect</b></p>
<b>Computing</b>	<b>Espresso coding Year 2 starter unit</b>	<b>Democracy</b> <b>Rule of law</b>
<b>Art and Design</b>	<b>Painting</b>	<p><b><u>To develop ideas –</u></b></p> <ul style="list-style-type: none"> <li>• <b>Respond to ideas and starting points.</b></li> <li>• <b>Explore ideas and collect visual information.</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Explore different methods and materials as ideas develop.</li> </ul> <p><b>To master techniques – e.g.: Painting</b>  <b>Use thick and thin brushes.</b></p> <ul style="list-style-type: none"> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul> <p><b>Democracy</b>  <b>Individual liberty</b></p>
<b>Music</b>	<b>Charanga</b>	<b>Charanga</b> <b>Mutual respect</b>
<b>P.E</b>	<b>PE Syllabus</b>	<b>Gymnastics</b> <b>Mutual respect</b>
<b>R.E</b>	<b>ESCC Agreed Syllabus</b>	<b>Why did Jesus tell stories?</b> <b>Tolerance</b>
<b>PSHE</b>	<b>PSHEe syllabus</b>	<b>Democracy</b> <b>Rule of law</b> <b>Individual liberty</b> <b>Mutual respect</b> <b>Tolerance</b>

<b>British Values</b>	<b>Democracy</b> <b>Rule of law</b> <b>Individual liberty</b> <b>Mutual respect</b> <b>Tolerance</b>	<b>Integrated with foundation subjects</b>
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<b>Vocabulary, Punctuation and Grammar focus:</b>	<b>Correct choice and consistent use of present tense and past tense throughout writing</b>  <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b>
<b>Spelling Focus:</b>	<b>Progression following the Letters and Sounds word banks and resources</b>
<b>Linked Extended Writing:</b>	<b>Diary writing – in role as a character living in the time of the Great Fire of London</b>  <b>Recount of the Great Fire of London</b>
<b>Cross curricular Maths opportunities:</b>	<b>Bakery maths – calculating with food</b>

<b>Early Morning Maths:</b>	<b>Number bonds, then multiplication focus</b>
<b>Target Writing:</b>	<b>Punctuation focus</b>